Remote Education Policy

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Policy Lead/Owner or Originator	Kathryn Hobbs, CEO
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Signed: *Governor or Trustee Lead*	Anne Clayton
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1. Introduction

1.1 While pupils experienced disruption to their education from 23 March 2020, several different approaches were used by schools to continue their education. Many schools also learnt from experience and innovated, took on board pupil and parent feedback and improved their provision as the weeks passed.

1.2 The temporary provisions in the Coronavirus Act 2020 expired on 24 March 2022. As a result, the Remote Education (England) Temporary Continuity (No.2) direction no longer has effect.

1.3 Remote education, however, continues to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of local restrictions. This revised policy is based on the latest DfE guidance, published 30 March 2022.

1.4 Further revisions have been made in reference to DfE guidance on industrial action.

2. Purpose

2.1 The priority should always be for schools to deliver high-quality face-to-face education to all pupils. Remote education should only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.

2.2 All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

2.3 The characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether that remote provision is live or pre-recorded). It is important that each school considers how to transfer into remote education what we already know about effective teaching in the live classroom.

2.4 The policy should be used by staff responsible for the curriculum and delivery in schools. The DfE recognises that schools vary in the approach to remote learning for all pupils (including SEND). Where a class, group or small number of pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, Trust schools are expected to have the capacity to offer remote education to continue a relatively normal programme of teaching across all or most curriculum subjects.

3. Remote Provision – Attendance

3.1 Attendance is mandatory for all pupils of compulsory school age. Schools should consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government.

3.2 Schools should continue referring to the school attendance guidance. They should continue to keep a record of, and monitor pupils' engagement with remote education, but this does not need to be tracked in the attendance register.

4. Remote Provision – Teaching

4.1 The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching.

For example:
- Ensuring pupils receive clear explanations.
- Supporting growth in confidence with new material through scaffolded practice.
- Application of new knowledge or skills.
- Enabling pupils to receive feedback on how to progress.

4.2 Where needed, you should consider providing remote education equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.

4.3 Schools will already have remote education plans in place that have worked for them when face-face education has not been possible. You can continue to use established remote education plans with which staff, pupils and parents and carers are familiar.

4.4 Online video lessons do not necessarily need to be recorded by teaching staff at the school. High quality lessons developed by external providers can be provided instead of school led video content.

4.5 Those requiring further guidance to develop remote education provision should consider the following:

- Where applicable, continuing to use the digital platform for remote education provision that has been used consistently across the school to allow interaction, assessment and feedback and make sure staff continue to be trained and confident in its use
- Continuing to overcome barriers to digital access where possible for pupils by, for example:
  - Distributing school-owned laptops accompanied by a user agreement or contract if possible.
  - Reviewing the security of remote education systems and securing appropriate internet connectivity solutions where possible.
  - Fixing issues with systems used to set and collect work.
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- Having systems for checking, daily, whether pupils learning remotely are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.
- Identifying a named senior leader with overarching responsibility for the quality and delivery of remote education, if schools feel this will be useful.

4.6 When teaching pupils remotely, schools should continue to consider how to transfer into remote education what we already know about effective teaching in the live classroom. This should include opportunities for regular feedback and interaction with teachers and peers during the school day.

4.8 Schools should consider this guidance in relation to the pupil's age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

5. Delivering remote education safely

5.1 Keeping children safe online is essential. The guidance on safeguarding and remote education provides the information on what education settings should be doing to protect your pupils and students online.

The guidance includes a collection of resources which includes support for:

- Safe remote education
- Virtual lessons
- Live streaming
- Information to share with parents and carers to support them in keeping their children safe online

6. Provision for pupils with SEND

6.1 If pupils with special educational needs or disabilities (SEND) are not able to be in school and require remote education their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress.

6.2 We recognise that some pupils with SEND may not be able to access remote education without adult support. Schools should work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

6.3 The requirement within the 2014 Children and Families Act for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

7. Partial or Full Closure

7.1 In the event of a partial or full school closure- for example strike action, schools will take all reasonable steps to keep the school open for as many pupils as possible. If for health and safety reasons the school cannot accommodate the full school population schools will prioritise so that vulnerable children and children of critical workers are able to attend school.

7.2 In addition to the categories above schools will prioritise pupils due to take public exams and other formal assessments. They are encouraged to review contingency plans well in advance of each exam series.

7.3 Although there's no legal requirement to teach the curriculum on strike days, school will where possible providing remote education if attendance is restricted.

7.4 At times leaders may need to bring together groups and classes with teachers and support staff working together as long as pupils' health and safety is ensured. For example, a school

may consider collapsing classes so that larger groups could be supervised to carry out a task or controlled assessment.

8. Senior leadership responsibilities

8.1 Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school to ensure everyone can use digital tools with confidence.
- Monitoring the effectiveness of remote learning –conducting regular meetings with teachers and subject leaders, reviewing the learning set and providing overviews of academic progress.
- Ensuring data protection and safeguarding considerations and policies are implemented.
- Providing staff training and implementing measures to prevent and detect any instances of malpractice which may arise due to the different delivery/assessment methods chosen for vocational qualifications.

9. Designated safeguarding lead responsibilities

9.1 The DSL is responsible for:

- Responding to any concerns/queries that are brought to their attention through safeguarding (for further information please refer to the safeguarding policy)
- Communicating with the Local Authority Safeguarding Team to ensure multi-agencies have all relevant information
- Ensuring staff remain trained in all areas such as FGM/Missing in Education/PREVENT.
- Conducting and sometimes leading Early help meetings virtually
- Supporting families who have requested support or who are identified by teaching staff.

10. Academy Governing Board (AGB) responsibilities

10.1 The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure the quality of education.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Ratifying changes to the behaviour for learning policy to take account of online learning

11. Keeping devices secure

11.1 All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected using a strong password with a combination of upper and lowercase letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring hard drives are encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device is locked if left inactive for a period of time and when member of staff moves away from device

12. General Data Protection Regulation

12.1 All data within this policy will be processed in line with the requirements and protections set out in the General Data Protection Regulation.